Musket

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Photo by Emily Handlin

TAKING CARE OF BUSINESS - Senior Moderator Heidi Manschreck knows how to take Senate '99 to the top.

990 Hours finally in action

By Ashwini Nadkarni

Long anticipated by both faculty and students, the innovative proposal to meet the "990 hours of structured learning time" went into action on September 3rd, with the return of students to school.

The plan designates that students in all grades will complete 875 hours of learning in the classroom, and the remaining time in structured learning activities. Such activities include membership in clubs such as the Writing Workshop, Model UN, Competitive Speaking, Advance Debate, the Math and Science Teams, the French, Asian and Spanish Clubs, National Honors Society, Senate, Folio, Peer Mediation, Musket, Class Council, Yearbook, Amnesty International, music ensembles, sports teams and more.

As opposed to requiring 22 credits of classes as in previous years, the 990 hours proposal also designates that all students must complete at least 28 credits of classes. For those students who schedule more than 28, extra credits will count towards 990 hours.

Although many schools in Massachusetts have chosen not to count time spent in club activities toward the 990 hours requirement, LHS has taken a unique perspective on the issue. Rather than increase the length of time spent in the classroom, the administration will simply give students credit for time invested in extracurricular activities. As stated by Principal Philip Lanoue, "Our school is rich in the diversity of its activities, particularly those of clubs. Rather than putting kids in school every minute of the day, we've chosen to give value to the richness of our clubs...It's a creative way to solve a challenging problem and it has potential." Although all students are required to fulfill the 990 hours of structured learning, grades differ in specific requirements. For example, freshmen and juniors of all levels must complete a history research project. Freshmen and sophomores of all levels must complete a science project. Due to the number of projects they must complete, freshmen do not require additional selected activities to fulfill all hours of structured learning. On the other end of the spectrum, since seniors lack projects to complete, they will be awarded community service hours as 990 hours credit.

"Rather than putting kids in school every minute of the day, we've chosen to give value to the richness of our clubs."

-Principal Philip Lanoue

Important in the issue of the 990 hours requirement is the question of whether fulfilling hours will count towards graduation. Although members of the senior class of 1999 will not need all 990 hours to graduate, the administration may change its policy for later classes. As stated by Mr.Lanoue, "We're planning on make it a requirement for graduation but not right now." However, failure to complete the requirement on the part of the seniors will be noted on transcripts.

Although underclassmen may be grimacing at the thought of yet another requirement for graduation, Mr.Lanoue is enthusiastic about the proposal for fulfilling 990 hours of structured learning. "It's a policy that keeps the integrity of seat time intact and rewards students for participating in extracurricular activities...In studies conducted last year, I discovered that 80% of the student body already met the 990 hours, so now they're just getting credit for it."

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When Young is old, and Baehr, new

Interim superintendent reveals all in interview

By Jason Hirschhorn

With the departure of Dr. Jeffery Young as Superintendent, the Lexington Public Schools are currently under the supervision of Dr. Karla Brooks Baehr, interim superintendent for one year. Baehr, a woman who is "impressed with Dr. Young's leadership and wants to uphold the spirit of collaboration that he has built up," replaced Young, who left Lexington to take over the Newton Public Schools, which his children attend.

Baehr, a Newton resident, attended a small high school where she actively served as class president, played three sports, wrote for the school newspaper and worked on the yearbook. She graduated from Middlebury College, where she also served as student body president.

Baehr majored in History because of the strong faculty in the history department at Middlebury. She wanted to go into a career in education because; "Education seemed like a place where I could have an impact and make that corner of the world better."

After an experience with teaching in Methuen, Dr. Baehr went on to a job in the Arlington public school system. Arlington was facing a problem with overcrowding classrooms in the early and mid 70's. In order to solve the problem, the administration created three junior high schools that could each educate up to 100 students. The 100 person schools were housed in community buildings, such as the boys club. "The Arlington experience involved a lot of individual attention being given to students, which led to students and teachers working together on curriculum. It gave me a chance to do some serious leading and planning, and I found it very satisfying." Arlington was also where Baehr started writing curriculum and developing her passion for administrative work in school.

In addition to working with the Arlington school system, Baehr has also served as assistant superintendent of schools and then as acting superintendent in Franklin. She has also worked as associate superintendent of curriculum and instruction in Wellesley.

Before coming to Lexington this summer, Dr. Baehr was an acting director of the graduate program in educational administration at Lesley College School of Education. As part of her job, Baehr taught graduate courses and supervising interns.

This past July Dr. Baehr received a telephone call asking her if she would be interested in an interim superintendent position in Lexington. "I think this will be a wonderful opportunity to get back in touch with schools, students and teachers, and to get reinvolved in public schools at a very interesting time in Massachusetts public school history." [990 Hour requirements, Teacher's failing statewide tests, MCAT's].

Asked about her opinions of the LHS administration, Dr. Baehr stated that she has been very impressed with what she knows so far of the faculty at the

BAEHR, continued on page 2

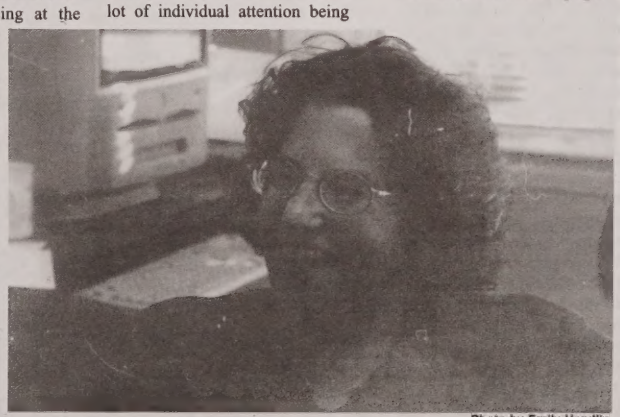


Photo by Emily Handlin

SAY CHEESE - Dr. Karla Brooks Baehr smiles for the camera.

Musket Photo File

SUPER WOMAN - Junior Robin Yeo demonstrates her bicep curl form while lifting her heavy trumpet case.

Band, Orchestra split due to large increase in enrollment

By Amal Dorai

Enrollment at LHS is continuously increasing and consequently this is the first year that both band and orchestra have split into two sections each. The rooms in the music wing were not large enough to hold over a hundred musicians, instruments, and music stands at once. The orchestra now consists of an Honors Orchestra, which meets B Block, and a Repertory Orchestra, which meets A Block. The band has also split in a similar way, consisting of an honors-level Wind Symphony and a separate group called Symphonic Band.

While Mrs. Haas, the longtime orchestra instructor, still teaches both sections of orchestra, the band has used the split to allow different teachers to work with their own groups. Currently, Mr. Leonard teaches Wind Symphony and Ms. Walters, the newer teacher, teaches Symphonic Band. However, to permit both teachers to work with students at different levels, the teachers are planning to switch sometime during the year.

Placement in Honors Orchestra and Wind Symphony was determined by auditions held at the end of last year. The honors-level ensembles consist mostly of upperclassmen, with several sophomores and an occasional freshman. Freshmen are usually placed in Repertory Orchestra and Symphonic Band to provide an opportunity to develop their skills. Motivated students who work hard can then proceed to the honors-level course.

Since honors courses count more towards one's weighted grade point average than courses of lower levels do, teachers maintain very high standards for musicians playing in Honors Orchestra and Wind Symphony. Mrs. Haas periodically assigns quizzes, where students play a prepared piece in small groups for a grade. Mr. Leonard requires that his students attend an outside concert each quarter and submit a written review of it.

Assessments have always been part of the grading criteria for music ensembles at LHS, but until now, getting a perfect score on one's assessment meant preparing a piece and playing it moderately well. The same criteria still apply for Repertory Orchestra and Symphonic Band, but higher standards now apply for the honors groups. Getting an "A" on the assessment now involves choosing a challenging piece and practicing it diligently until you can play it at your best. Since the honors groups count as such in the GPA, the teachers have had to raise their standards significantly to prevent all their students from getting A's. Mrs. Haas says that Repertory Orchestra is a great place for aspiring musicians to develop their skills. "Repertory Orchestra plays pieces at its level and above its level, so the music is always challenging. Anyone who works hard in Rep Orchestra can be placed in Honors Orchestra the following year." Mrs. Haas also pointed out that there was no other logical solution to the overcrowding problem than to split the groups, and this seemed to all the music teachers to be the best way to divide the students.

Although the grouping of instrumental ensembles has been overhauled, all four of the groups have excellent teachers, and will, as they have in the past, deliver great performances throughout the year.

Musket Phot File

EN GARDE - Juniors Phil Eisenhauer (left) and David Fulmer (right) discuss the ramifications of the band/orchestra split while preparing to fence with their bows.

Questions surface about student safety in Science Laboratories

By Jeremy Zangara

Recently, questions have been asked about the safety of the science labs at the high school, namely, are they safe for the students to be using daily? Although students are taught to follow the proper safety procedures, they are sometimes prey to the dangers of performing a number of different labs. Such dangers can result from the poor quality of lab tools: much of the equipment is outdated and a new set of supplies seems to be unavailable in the near future.

Mrs Jerusha Vogel of the science department feels that new equipment would benefit the students learning, yet she does not think that the labs are unsafe. "As a department, we've decided that if our labs do not have the proper safety equipment to accommodate the lab, we will change it around so the students are safe." In an interview, Vogel also talked of how she and many of the other teachers in the science department would like more safety equipment in the labs. She mentioned having a main valve, which could turn off all the gas in the room in case of an emergency. "There are lots of places around the labs that could be more safe, but overall, the safety of the students is not in question." This is how the other teachers also feel. Although safety is not a concern in the lab, certain labs do worry the teachers because the science department is not equipped with the best possible equipment. However, as Mrs. Vogel stated, the teachers will change the nature of the labs if safety is a concern. Events of past years indicate the feasibility of such an action. For example, one year a chemistry teacher's classroom did not have a hood where the teacher could conduct experiments that were too dangerous to be performed inside the regular classroom. Instead of conducting the lab, the teacher simply passed over it. The issue of safety in the laboratory this year has reached a similar point. All labs are equipped with safety showers, eye wash, goggles, and many other elements that keep the students safe during labs. Some of these elements may be broken or outdated, but they still work effectively enough so that the students do not need to feel that safety is an issue. And if teachers seem bothered by the dangers of a particular lab, they will simply throw it out of the curriculum.

"There are lots of places around the labs that could be more safe, but overall, the safety of the students is not in question."

-Chemistry teacher Jerusha Vogel

Lab safety is a big part of the labs that occur in each science classroom. Although there is some evidence that the materials are outdated and should be replaced, most feel that labs are safe. It would only enhance the science labs and the learning experience of the students if the labs were better equipped. But for now, students and teachers should not worry about lab safety. It's not a concern and should not be a concern, as long as students take precaution.

Renovations elicit concerns

By Justin Wang

The price tag on the Lexington High School renovation project will soon be released, causing members of the faculty and school financing committee alike to wonder how much the project, a scaled-back version of the proposal that was previously vetoed by the community for funding, will cost.

After the price is released, two important town meetings will take place to ultimately decide the direction that the school renewal project will take. Important representatives from the school financing committee and Lexington selectmen will provide the critical input in the construction discussion. The first of these town meetings will be held in early November. Representatives will review renovation plans carefully and decide whether a warrant of construction will be issued. Following this meeting, a town election will take place on December 7th, which will determine if the project will move forward. Mr. Lanoue, who is quite enthusiastic about this renovation process, poses commentary: "If everything goes according to plan, we could be looking at construction as early as in the fall with the process taking about 2.5 years."

With the renovation price tag on Lexington High School being discussed, the matter of state funding has arisen. The state has the obligation to pay LHS and the community 59 cents per dollar spent, which means that the state will be funding 59% of the entire project. Mr. Lanoue expressed his concerns on state funding by stating, " We know we are entitled to a return, but we really don't know when we will get the state money." This fact contributes to overall concern expressed by some that the community may have to foot a larger bill than expected. Those people who are concerned that the project's bills will exceed the town's budget and other commitments are watching the overall price tag and fiscal responsibility on the project closely.

The matter of contingency money has also come up in LHS renovation plans. Unforeseen renovation problems may require a decision to do more than initially planned. In order to make the right decision for the school and to ensure that funds are available to fix unforeseen problems, additional funds are expected to be earmarked for use, without a specified project tied directly to the expenditure. Adding contingency funds increases the overall price tag of the project, an idea that will need extra scrutiny to ensure that funds are used wisely.

New faces bring diversity, experience and style to LHS teaching staff

By Claudia Stumpf

There are many well-qualified, enthusiastic new teachers at Lexington High School this year. No doubt, they will all be positive additions to our excellent teaching staff. However, since the number of teaching neophytes was so large, this reporter interviewed only two notable new members of that staff, Mr. Wilder and Ms. Doerr.

Mr. Wilder is taking over the classes that Ms. Maier was going to teach this year. Due to family circumstances, Maier will be unable to teach, at least for the first semester. Mr. Wilder is originally from Vermont, and has a Masters degree from Harvard University. However, his professional career took place in Wayland. He taught for many years at Wayland High School, from which he retired two years ago. In the meantime, he has been living with his wife in New Hampshire, as well as at his house in Arlington. Among the interests he has been pursuing recently is painting. Mr. Wilder also considers himself an expert chess player. In addition, he has undertaken the task of remodeling a house.

In the academic arena, Mr. Wilder has also been taking classes at Harvard Extension Division. Happy to be back teaching, Mr. Wilder would be interested in forming a new club at LHS, one devoted to the discussion of philosophy.

Ms. Doerr, a new biology teacher, is a Lexington High School graduate from the class of 1992. Recently, she spent a year and a half at Clarke Middle School. She professes a love for biology, as well as an enthusiasm for teaching here at LHS. Her background is as an ecologist. As such, she has visited places like Africa and the American Midwest. Job information aside, Ms. Doerr loves peanut butter. In fact, some of her students at Clarke last year discovered this fact, and she received twenty jars of peanut butter from them, each equipped with its own special computer-designed label. Along with these unique jars of peanut butter, Ms. Doerr's office also houses various interesting headpieces. Fashion police beware; she is currently on the lookout for a tiara. Ms.Doerr is also looking for students who would be interested in playing frisbee after school, something she does on a regular basis with Mr. David.

"Darn it kid, they [the new teachers] are a hard-working bunch of eager, young go-getters. Plus, they're all so stylish!"

-Senior Holly Arthur

These two teachers are only a small selection of the many interesting new faces at the high school this year. As stated by senior Holly Arthur, "Darn it kid, they're a hard-working bunch of eager, young go-getters. Plus, they're all so stylish!"

Photo by Emily Handlin

YOU GO GIRL - Senior Sarah Platt is One Savvy Girl.

Sex, lies, videotapes... ...but does anyone care?

By Nathaniel Prottas

It is unavoidable these days. No matter where you go, or what you do, Monica Lewinsky's name is bound to find its way into the conversation. The Today Show is riddled with "legal analysts" purporting to be experts on the Clinton crisis. The Boston Globe spent thousands of dollars to publish the Starr Report in its entirety. Lexington High has even been touched by the affair; The Wall Street Journal called Mr. Lanoue to see if recent events have changed the curriculum at Lexington High School. The Clinton Crisis can be seen twenty four hours a day on television, but as Republicans cry "moral decline," are LHS students changing the channel?

Senior Molly Powers was outraged to find more of the "Clinton Crisis" on television this Monday. After all, she wanted to watch television on her day off. After explaining that she thinks "it's ridiculous that every station" is carrying the testimony, she admits the level to which she has fallen to watch something other than our President. She was forced to watch Lambchop's Play-Along. Ms. Powers seemed to share a feeling with several of the other students interviewed, namely, that Clinton is a morally corrupt man, but that we should move on. Senior Lisette Silva, was also quick to implore the government to "do something productive." But she, like many others, is adamant in her belief that Clinton's resignation may be in order. "I think he should resign if he's not going to do anything productive," she explained.

Ms. Silva is not alone in her wish for a resignation if the government is going to be prevented from accomplishing any work. There is an overwhelming feeling in school that Clinton is a disgrace to our country, and that, as Junior Brennan Igoe believes, "He is not bringing good to the country." Junior Melissa Gang also feels that "Clinton should resign for the dignity" of the country. But she is quick to point out that our President's sexual escapades are of no interest to her and that the media should be censured for its reckless behavior. She goes on to explain that she feels this whole event is nothing new to our country and that "every President had an affair." Still, not everyone is so forgiving of the President's actions. Although no one would go on the record, there is a sizable group of students that is offended by the President's actions. One girl felt that the fact that Clinton had sex in the White House was unacceptable.

There is, of course, the opposite end of the spectrum to be found as well. Senior Heidi Manschreck is adamant in her belief that Clinton should be left alone to do his job. She feels that we "cannot make a connection between lying about personal life and lying about something that affects the American people." Senior Yoni Cohen elaborates, "While the scandal has destroyed the integrity of the presidency, for Clinton to be impeached would be an act motivated by partisanship.

Some students refuse to even talk about the entire affair. Senior Suparna Gupta had only this to say: "Just shut up about it!" Many other students, however they feel about the recent events in our nation's capitol, also share that sentiment. It seems the LHS community is ready to change the channel and move on. And Lambchop's Play-Along is looking more and more appealing.

Baehr replaces Young as interim superintendent

BAEHR, *continued from page 1*

high school. "They seem very committed to supporting new ventures and allowing students to create their own knowledge." On the downside, Baehr has been surprised and unimpressed with the high school's physical shape. Dr. Baehr hopes to help the school committee in their efforts to embrace the proposed building renovations at the high school. She hopes to, "Help the school system get through this transition in leadership and work to make the ongoing work of education in Lexington even better."

Although Dr. Baehr is confident in opinions about most issues, she is undecided on her plans for next year. Both the options of staying on as permanent superintendent and returning to Lesley College exist for Dr. Baehr.

News Briefs

LHS HUMAN RIGHTS NIGHT

The Lexington High School Amnesty International chapter will sponsor its first annual Human Rights Night at 7 p.m. on Thursday, Oct. 15 in Lexington High School's Gillespie Auditorium. Speakers include Father Basile Bazina, survivor of the Rwandan genocide, and Northeast Director of Amnesty International Joshua Rubenstein, who will discuss the possibilities of an international tribunal court, including the U.S. role. Admission is $2 for adults and $1 for students. Proceeds from this student-organized event will benefit LHS Amnesty International. For more information, contact Becky at (781) 862-5186.

NATIONAL MERIT SEMI-FINALIST NAMED

Congratulations to Margaret Allan, Jon Amar, John Antognini, Jason Bosinoff, Neil Chamberlain, Pablo Delahuerta, Karoun Demirjian, Katherine Fisher, Greg Ingolia, Chris Lucas, Bryan Marcovici, Mandar Muzumdar, Ashwini Nadkarni, Bharat Ramamurti, Albert Shieh, Jeremy Smoler, Claudia Stumpf, Kate Vogel, Emily Wanderer and Ken Weinstein who were all recently named Semi-Finalists in the 1998 National Merit Scholarship Program. In each annual program, approximately 15,500 students from a pool of 50,000 are selected for this honor.

NATIONAL HISPANIC RECOGNITION PROGRAM SCHOLARS NAMED

Congratulations to seniors Pablo Delahuerta and Lisette Silva who were recently awarded the Scholar status in the National Hispanic Recognition Program.

NEW NEWSPAPER ABOARD

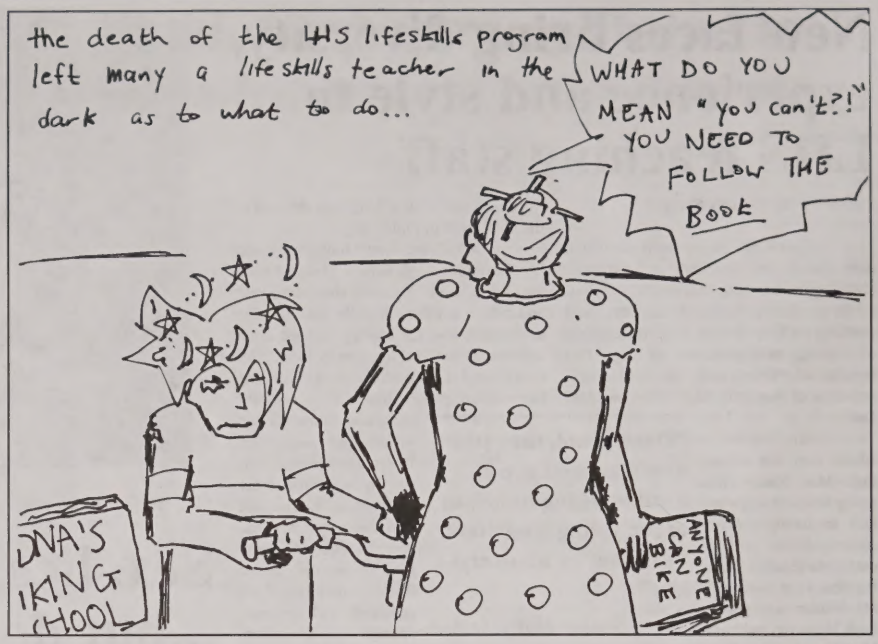
The *Musket* heartily welcomes the new newspaper, the *Forum*, aboard the LHS media circuit for the 98'-99' school year. As an additional vehicle for disseminating information, the Forum will indeed contribute to the enlightenment of the LHS community.

- News Briefs compiled by Ashwini Nadkarni and Becky Ticotsky

Photo by Emily Handlin

WHAT YOU LOOKIN' AT? - Senior Brian Marcovici can always be counted on for his undivided attention in class.

You need a life to have the skills


the death of the HS lifeskills program left many a lifeskills teacher in the dark as to what to do...
WHAT DO YOU MEAN "YOU can't?!" YOU NEED TO FOLLOW THE BOOK
DNA'S IKING CHOOL
ANYONE CAN BIKE

Cartoon by Eric Hou

Due in part to the lack of guidance and support from working parents as well as to the mental strain which follows the break-up of the "happy American home," puberty has become dangerous. For want of emotional nourishment in childhood, the average teenager is far more isolated and thus more rebellious than he used to be. Increased occurrences of teen pregnancy, prolific drug use, surges in numbers of eating disorders and teen suicides are classic examples of this rebellion, but they are only drops in the pond of crises which now manifest themselves during adolescence. Clearly, the country needs direction concerning this dilemma, and the reintroduction of ethics into the core curriculum seems to be the obvious route. However, by forcing students into a Life Skills classroom, a typically rejected forum, the school is wasting time and effort as well as abandoning those teenagers who most need help. After receiving endless fluorescent handouts with "Dear Abby" style advice and sheet after sheet of fill-in-the-blank S.T.D. information, few students take this class seriously. This is the inherent flaw in the Life Skills program in schools. Analyzing risky behavior and life-long consequences with a lethargic group of peers on a hot afternoon completely trivializes the important issues at hand. Facts are absorbed and regurgitated every so often, but the majority of students regard Life Skills as a chance to sleep or catch up on The Great Gatsby. Life Skills teachers make valiant efforts to create an interesting and informative curriculum. For example, all juniors see a showing of the movie "Philadelphia", a dramatic portrayal of the multi-faceted issue of sexuality. However, the pressing controversies are rendered meaningless when the VCR is turned off and a teacher asks, "How did that make you feel?" No self-respecting teenager would raise his hand in response to that question, regardless of how touched he was by what he has seen. Moreover, supplementary worksheets requiring a rehash of plot, character names and motives are distributed to discourage napping during the film. Not only do these sheets detract from any viewing enjoyment, but their function implies that the average teenager is indifferent towards the momentous issue. The Life Skills instructors expect students to act as apathetic children. Subsequently, students, seeing that they have been unequivocally labeled, act as they are treated.

There is, of course, a sardonic element of fun in the program. Although a whimsical game of drug jeopardy is always welcome after a block-long history essay, it must be noted that those who participate most in these sessions are the students with the first hand experience. No matter how many of the "eight ways to "say NO" one remembers, the one thing Life Skills cannot offer is real-life experience. Most animals, including humans, learn best from their own mistakes. Yours truly, for example, learned the hard way that apple cider and vinegar, although similar in appearance, are not similar in taste. Consequently, she will never confuse the two again. A magpie must eat a bee before it ascertains the dangers of such an act, and, despite many attempts to warn the bird in advance, the unknown insect will always seem attractive, as was the forbidden fruit in the Garden of Eden.

No doubt, students must be informed in order to make informed decisions. In that respect, the Life Skills department does its job. Most cigarette smokers are aware of the number of minutes subtracted from their lives with each puff; most addicts are aware of the number of brain cells lost per hit. The possession of this knowledge, however, has little or no effect on the behavior of a student. Life Skills courses are built on the assumption that students make incorrect choices only because they are uninformed. This is not the case. Those who choose to smoke are most likely not victims of clever Marlboro advertising; most are literate enough to read a Surgeon General's Warning. Although peer pressure may be a significant influence, teen smokers are, for the most part, experimenting, testing limits, finding a social niche, and doing what all teenagers have done from the beginning of time. Life Skills approaches this issue from a biased extreme, and the format repels student interest. To be informed of the teen cancer statistics is one thing, but to be bombarded with articles to highlight and busy work on the topic is another.

Although mankind is destined to live by trial and error, the Life Skills department attempts to do the impossible: to teach skills that are learned in life.

Worst of all, those unstable students who might benefit from a little advice are most often the ones least likely to assert themselves in a Life Skills classroom. Generally inattentive and resentful, these kids are completely turned off by the patronizing nature of the lesson material and are most likely to act against the counsel simply for the sake of being defiant. These are the students who are always expected to fall asleep during the movie. More often than not, this behavior is as much a show for other students as it is a means of gaining adult attention. For such troubled youths, the Life Skills group-approach only feeds the need for the spotlight and it can never shape a student the way a mentor can. Encountering such a mentor on an individual basis would be ideal for a student, and, if anything, the schools should focus on promoting such relationships. A one-on-one discussion with a guidance counselor or a friend is sure to have a greater impact on these youths than a discourse in a class of subjective peers.

Funding, wasted in the health department, would indeed be put to better use in the school's music, art, or sports programs. In these, as opposed to Life Skills, a teen matures at his own pace, acquiring self-confidence and outside interests while the coach or director supports him. No predisposed expectations of childish behavior are set, and thus, little defiance or indignation is displayed. Perhaps here, some of the foundational guidance which was lacking in the lives of restless students can be provided by a coach or teacher. Simultaneously, the people one meets and the situations one encounters on a team or in a band are real-life tests of one's patience and compatibility. A student who reads music poorly may learn to appreciate the constructive support he receives from a more proficient neighbor, or a field hockey star may realize the value of humility when giving tips to a clumsy friend. Lessons learned in such activities bear better fruit than do memorized statistics and S.T.D. symptoms.

Remember, Little Red Ridinghood strayed from her route although cautioned not to. "The prettier the flower, the farther from the path," and oftentimes a warning only intensifies the temptation. Although mankind is destined to live by trial and error, the Life Skills department attempts to do the impossible: to teach skills that are learned in life. The classroom is not the place for these kinds of lessons; in fact, the school may be doing more harm than good by distinguishing the troubled pupils as troubled. As far as reaching these students, the best teacher for the job, experience, isn't even on the pay roll.

-Molly Powers

The ones not remembered

Their names are Ralph, Leo, Lorraine, Bob, Chuck, and Dan, and they comprise the school's custodial staff. To most of us, they are blue and brown shirts with name tags, images that occasionally appear during the hours of the day. They exist more in act than they do in person, and whenever we do acknowledge their existence, it is in the form of a clean bathroom or a gumless desk bottom.

They work extremely hard, doing hours that every high school student knows well. Those who work the day shift are the first to arrive at the school at 7 A.M., and those who work the night shift are the last to leave the school at 11 P.M. But their jobs do not end when the last classroom has been mopped on Friday night. Over the weekend, whenever the debate team hosts a tournament or a sports team holds a practice or the school is just in use, the custodians must be there to open the doors.

And all is done with little fanfare. One line underneath the "special thanks" listing in the yearbook and the programs of the music department's events is about all the recognition they get. If they are lucky, the majority of students might remember to throw away their trash after eating lunch.

Three years ago, an administrator discovered a student talking to one of the custodians. After chastising the custodian, the administrator told the student to never talk to the custodian again. Perhaps the administrator accurately reasoned that if one treats another person as if that person did not exist, that person will become invisible.

-Jon Amar

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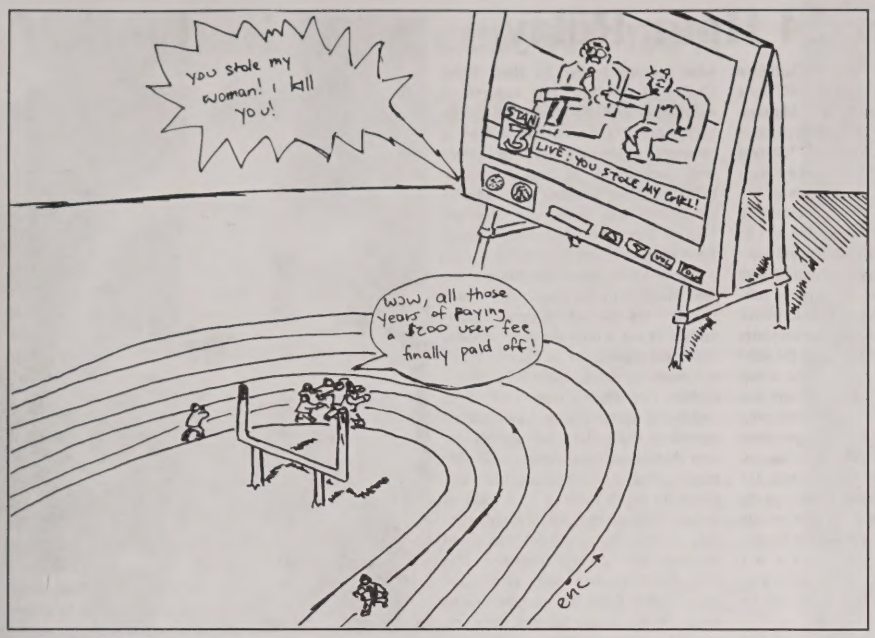

cartoon by Eric Hou

Do user fees use athletes?

Citing a lack of funds and athlete participation in fund raising, the LHS Athletic Department recently introduced the Gold Card, a credit card sized ticket that provides discounts at a number of area businesses. Athletes were required to sell ten of the ten dollar cards to community members with the idea that half the money raised will go the school and half to the team itself, to be applied to the cost of uniforms or other team garb.

To team members this was the chance to defray the yearly burden of buying the team sweatshirt or jacket; to my next door neighbors, the bright yellow card was the opportunity to get a second Frappucino free, should they drive out to Arlington to take advantage of the deal. Yet, as one looks forward to a five or ten dollar discount on the 35 dollar team jackets, one wonders what happened to that 200 dollar athletic fee one paid late in the summer. With such exorbitant fees, why must the school ask its athletes to collect an additional one hundred dollars, fifty of which would go to the school?

Putting aside the strengths and weaknesses of the Gold Card program, the school has done a poor job of justifying to its student the increasing cost of participating in sports. While the 200 dollar fee seems reasonable for a LHS student who plays three sports a year and requires certain services from the athletic department, someone who plays one sport requires much less financial support from the school and yet pays the same high price. Of course, the system has us trapped. Unless an athlete qualifies for and seeks financial aid, he or she has no choice but to pay the full cost regardless of the number of sports he or she plays.

As one looks forward to a five or ten dollar discount on the 35 dollar team jackets, one wonders what happened to that 200 dollar athletic fee one paid late in the summer. With such exorbitant fees, why must the school ask its athletes to collect an additional one hundred dollars, fifty of which would go to the school?

Research into the payment plans of other schools reveals that Lexington is unique in having such a high yearly user fee. Belmont and Arlington, which also charge set user fees, charge 100 and 125 dollars per student per year, respectively. However, unlike Lexington and its neighbors, most schools have chosen to charge per student per sport. Most charge between 75 and 125 dollars per season. A few charge as little as 50 dollars a season or as much as 140 dollars. In all cases, schools have imposed a family cap ranging from 200 to 600 dollars per year. While it is important to consider that many of the schools with especially low user fees are much smaller than Lexington, a number of large, suburban schools with strong athletics programs, including Newton and Wellesley, charge 100 dollars per sport.

While the larger size and greater complexity of the LHS athletic department may prevent our lowering fees to the levels of the smaller schools, the Newton model could function as well in our school as it does in the Newton Schools. Lexington could retain its existing $400 per family cap while lowering the cost of individual sports to $100. This change would ease the financial burden on students who do not wish to make such a substantial physical and hence financial contribution to the school by playing two or three sports without significantly decreasing the amount the school makes.

Each school system must set their fees in accordance with the number of students in their school, the salaries of coaches, the demographics of the student body, and the percentage of students who participate in multiple sports. In Lexington, like anywhere else, the fees we pay reflect the school's attempts to raise capital for its sports programs. A per sport fee will cost the school money if the majority of students are participating in only one sport. However, the money we pay should be, ideally, underwriting the cost of the sports we play, with a certain percentage going to the general athletic department budget. It is only fair to ask students to support the school athletic department only as a function of how much they choose to utilize the department.

As a patriotic Lexington High School student I am willing to support my school by whatever means the school deems necessary, but I urge the school to reconsider the necessity of its high user fees and change its system to better serve all athletes.

-Liora Halperin

Ken & Barbie

Hello, world. We're not wrapped in plastic, but we are fantastic. Yes, here we are, and oh yes, we are Ken and Barbie, demagogues of the old millennium. You can't brush our hair. We're old school. You can't undress us everywhere. We're here to provide a serious, George Will-like perspective on LHS. Without the serious part. Without any of the parts, for that matter.

We've spent the last few decades in solemn contemplation of what's wrong with LHS. Our answer is a single word, one much beloved by the man known as Theroux: Buissons. To those non-frogs out there, that's bushes. Without bushes, the Quad is, well, bushless. So, knowing that our opinions would not be changed in the least, nor our conclusions, we decided to see what YOU thought. You, the people, the denizens of LHS for whom the bushes were simply bushes. So, with Barbie in stealth mode, hiding in the pitiful weedy shrubs and impressive shrubby weeds lining the main quad and with her bright pink "Skipper Taper" Mattel tape recorder in tow, Ken, adding yet another phrase to the already-bloated sentence, prepared to interrogate the LHS Everydoll.

Ken: Did you have sexual relations with That Woman?
Bill: Ken, Ken, Ken... I did not have sexual relations with That Woman. She's made of plastic, for Gore's sake!

Ken's jealous suspicions unconfirmed, the Ambiguously Humorous Duo continued their steadfast investigation.

Ken: I have just one question. LHS wants, no, needs to know. Boxers or briefs, Mr. Rahman?
Rahman: Yes, I was once a boxer. They called me Vicious.

At this point, the agitated and weed-weary Barbie made the executive decision to replace Ken as Speaker of the Dollhouse. Changing into her neon pink vinyl "Streetsmart Power Suit," Barbie prepared to put her finger on the pulse of LHS. Unfortunately, her fingers were strangely welded together!

Barbie: Bushes not here. Opinion?
Freshman: Bushes? Are you mocking me?
Barbie: Yes. Next. You. Bushes not here. Opinion?
Jim Q. Senior: I can see freshmen now. The barriers are gone. . . my world is crumbling. But I'm applying to Brown early, so it's okay.
The Quad: Really, Brown? So are we.

The recording failed here, as the magnetic pull of Ken's molded hair played havoc with the decidedly low-quality "Skipper Taper." Thus concluded our trek into the winter-like wasteland that is the Quad. Thus begins our ranting. Thus begins our raving.

Once, when hearts were young and oh so mellow, the Quad was a lush paradise, a City on a Hill, raised three inches above academia. Bushes upon bushes, yeah, even bulrushes abounded. There was a senior side. There was a non-senior side. We were happy. The bees were happy. Now we're both not - especially the bees. Ow. Sniffle. See you next month.

Editor's remarks: Ken & Barbie is a new column that will be featured in each issue throughout the year. Should you find their remarks and/or Barbie's description provocative and worthy of a response and/or a proposition or would like to guess the identity of these perpetrators (curiosity never killed the cat) e-mail to anagha@tiac.net.

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Students prepare for 24 Hour Relay

By Jason Hirschhorn

After raising over $3100 last year, The 24 Hour Relay Challenge is poised to enter its second year of existence. The planning has already begun for this year's 24 Hour Relay Challenge. Seniors Marie Jette and Jason Hirschhorn have taken over as co-student chairs for the event where Becca Mayer left off last year. The duo is currently in the process of soliciting two adult co-chairs. Their hope is that one will be from the community at large and the other adult co-chair will be from the immediate high school community. A meeting is planned for October 5th at 7:30 PM in J-cafeteria for all interested persons. A letter inviting families and students who participated last year or who want to become involved this year, went home with the back to school mailing to every family at the high school.

The 24 Hour Relay Challenge was started in California in 1987 by a group called Community Matters. Since then, this event has taken place in over 22 states and in several Massachusetts communities in addition to Lexington. The main goals of the relay include, building community partnerships, raising money that will be reinvested in the community and having a wild all-night party with members of the community in an entirely substance free atmosphere. Due to minor problems with some participants involving substances last year, the substance free atmosphere will be a top priority goal and stressed more this year. Other goals in the planning process include establishing a pie chart enumerating what percent of the money raised will go where. For instance, 1/3 will go towards the following year's event, 1/3 will go towards mini-grants that will have to be applied for by different organizations, and so on.

For those who do not know what running in the 24 Hour Relay Challenge involves, this reporter is willing to clarify. Teams of ten people each make up the event. Each team is sponsored or pays the entry fee. Teams with participants in high school or below need two "coaches" who serve as chaperones and during the relay and help to form the adult-student bond. Each member of the team walks or runs a mile and then passes the baton to the next member of the team. After each member has danced, skipped, somersaulted or run a mile the process starts anew and repeats for 24 hours. While not running, food, volleyball, music, frisbee, Fast Freddy from Jam'n 94.5 and being sprayed with water are all options to enjoy. Last year's event saw over thirty teams participate, with ages ranging from a senior citizen team that didn't do much running to a team of former track athletes who did only running to see how many miles they could complete in the 24 hour marathon. The hope for this year's relay is to have more teams from the community at large. While a date has not been set, May 21 is a possibility.

Photo by Emily Handlin

WHO'S EATING GILBERT GRAPE- Senior Ben Golder-Novick spends his lunch blocks catching grapes in his mouth.

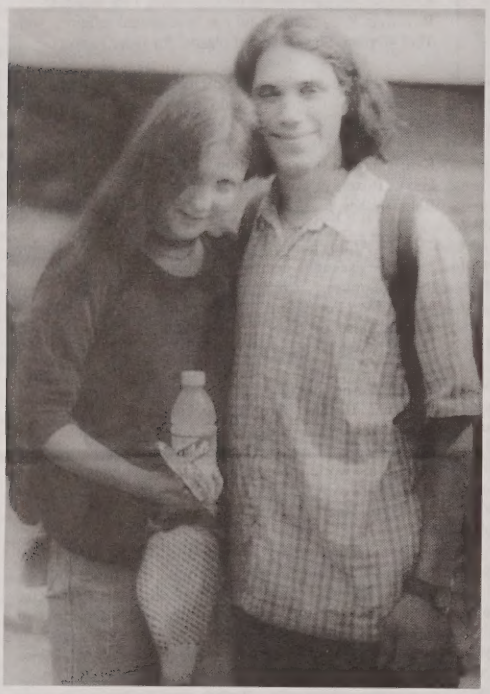

Photo by Emily Handlin

FOOD FOR THOUGHT- Although her pizza is getting cold and there are only five minutes left in the lunch block, junior Julia Perkins always has time for senior Alex Chechille.

Lexington debaters get ready for another successful year

By Heidi Manschreck

Debate: The word conjures up images of long hours, tubs of evidence and intense opinions. Political scientists and existentialist philosophers serve as mentors. And heck, it ain't no surprise that Clinton has a role in the activity.

Continuing a long-standing tradition of hard work and success, members of the LHS policy debate team have already begun preparing for an active tournament season. While many students basked in the global warming-induced heat this summer, LHS policy debaters attended workshops at prestigious universities throughout the country.

The hard work paid off. Two Lexington teams reached elimination rounds at the National Early-Bird Debate Tournament, held at Wake Forest University.

Senior Spencer Hutchins and junior Alex Sturtevant, after a perfect record of 6-0 in preliminary rounds, reached the double-octafinal round. Hutchins also received the 2nd place speaker award, a high honor at such a notable tournament.

The duo of seniors Nick Barnaby and Josh Leopold, with a 5-1 preliminary record, reached octafinals. Due to the difficulty of achieving such success, they received a half-qualification for the Tournament of Champions. Barnaby and Leopold also received speaker awards, earning 7th and 10th place, respectively.

After receiving 6th place at the prestigious Greenhill Round Robin, held in Dallas, TX, seniors Yoni Cohen and Josh Lynn achieved a perfect preliminary record at the Greenhill National Tournament. They crushed the opposition in four elimination rounds, reaching the final round.

Meanwhile, the LHS Competitive Speaking team is gearing up for their first national tournaments of the year. They have much to live up to. Last year, Chetan Hertzig brought home the gold by becoming the Grand National Champion in Lincoln-Douglas Debate. With their new coach, History and International Relations teacher Lisa Hansel, they will surely make Lexington proud.

"I'm expecting a stellar year because we've had a record number of students...prepare for work."

- Senior Kate Vogel

Commenting on their latest arrival, senior captain Kate Vogel states, "Ms.Hansel is great, she's really enthusiastic about this year and it looks like it's going to be fantastic to all of us…I'm expecting a stellar year because we've had a record number of students go to summer institutes and prepare for the work."

In addition to Hansel's coaching, the Competitive Speaking team expects the expert advice of veteran, Hertzig, as well as another LHS alumnus, Mike Shumsky, who will both serve as assistant coaches.

And last, but not least, in the tightly knit clan of LHS debaters are the scrubbed freshman and sophomore novices. No doubt, the talent of these latest additions to the team will measure up to the forensic prowess of novices of past years, continuing a tradition of success in the debate team.

Young's departure lamented

By Lisette Silva

In a school as busy as LHS, it is amazing how everyday life progresses with relatively few crises. Students interact with teachers, who go to meetings with administrators, who consult with vice-principals, and so on up a hierarchical system that eludes the common LHS student. But, everyone knows that the superintendent sits at the top or, until recently, Dr. Young. This year, now that Dr. Young has moved to a different school system, students and faculty are left to reflect on what he added to their lives.

Amongst students, Dr. Young will be most fondly remembered for making Jewish holidays official vacation from school. This not only pleased students who could go to temple without worrying about missing a lecture, it also helped endear him to many non- Jewish students who relish the chance to sleep in two extra days every year.

Some students also remember the specific interests Dr. Young had in our system. Senior Elizabeth Shapiro commented, "I'm a little sad that he's gone. He was a great supporter of the arts."

Beyond that, it is unfortunate that most students were unaware of the specific ways that Dr. Young had an impact on their lives. If Dr. Young ever infringed on students self-declared right to be a teenager by restricting privileges, they were not aware of it, or at least believed it was someone else's doing. When asked about Dr. Young, several students responded, "I don't actually know much about him, except that I've never heard anything bad." Perhaps this best sums up the students' relationship with him: There was never any reason to complain.

Overall, it is clear that Dr. Young will be missed. Teachers remember him as a sociable man with amazing public skills.Students remember him every Yom Kippur. Although his absence will be felt, it is good to know that he left our school system for an equally fine school system where he will no doubt continue to be a strong player for his school system.

Photo by Emily Handlin

CAMERA-STRUCK - Are Senior Joel Michel and sophomore Gei-Tai Lin are entranced by the camera or the photographer?

Volleyball bounces off new season with mixed results

By Tanaz Sharifnia

At the start of this year's volleyball season, Coach Jane Bergin made it clear to all of her players that this would be a season based on learning. The focus would be to improve skills and technique as individuals and to proceed farther in the state tournament than in previous years.

While the team has thus far shown a precarious 2-2-league record, Bergin and many team members have noticed a marked improvement in the playing level since the first games. After kicking off the season with a 2-0 win against North Andover, it became evident that, despite the win, Lexington needed to improve its return of serve and its defense of passes tipped over the hands of the middle and right-side blockers.

The problems lingered in the next two league games, in which Lexington fought Hamilton-Wenham and Lynnfield. Although every game in the two matches ended up as point-for-point struggles, including an 18-16 score against Lynnfield, Lexington came up on the short end of the stick in both, losing 0-2 against Hamilton-Wenham and 1-2 vs. Lynnfield.

Senior Captain Laura-Beth Chamberlain calls these losses "reality checks." According to her, because of Lexington's impressive league championships in previous seasons, "We didn't realize that we were the team to beat. In many games it came down to a 14-14 score, and we didn't finish things."

A match with Andover, a team outside of the Middlesex League that possesses players stronger than most high school teams, proved the immense capabilities of the Blue, Gold, and White. Although Andover emerged as the victors, sweeping the first two games in a two out of three match, Lexington's defense, led by seniors Marie Jette, Jaque Jeys, and Kim Klimoski, was able to return many of the spikes strategically hit around the blockers.

It was this level of play that paved the way for Lexington's next victory over Wilmington, 2-1. Strong setting by sophomore Erin Trish, as well as outside hitting from Chamberlain and senior Leah Kraemer made for some excellent plays. Kills and blocks made by middle hitters Rebecca Ginns and Laura Yasaitis topped off the match.

"We really pulled together as a team," Chamberlain says of the Wilmington match. "We learned that we can't just relax and play, but that we really have to work hard in every game."

Photo from Musket File

LEAP FOR SUCCESS - Senior Kim Klimoski does her part.

Golfers tee off season with a rough start on the greens

By Josh Glickman

For the golf team this year, the season has mirrored the geography of the golf courses on which they play. There have been ups and downs---the team has climbed some hills, but has also dropped into valleys at times.

Following a disappointing opening loss to Reading, the team bounced back with two easy victories over Stoneham and Burlington. Since then, however, the Minutemen have fallen into a two-match slump with defeats at the hands of rival Winchester and Wakefield.

Prospects for the team at the beginning of the season were quite high. With six returning varsity lettermen and six competing seniors, captains Dave Oberto, Tim Carlson, and Ari Vigoda expected to lead their team to the top of the Middlesex league this season. Their 2-3 start to a 10 match season is therefore frustrating.

The opening day contest of the team was played in Reading on a course that Coach Rick Thibeault attributed a good portion of the loss to, as he felt that the Lexington team had superior talent. Backing up their coach's belief, the Lexington team went on to defeat Stoneham 40-38, behind strong performances from sophomores Todd Hodgdon and J.J. McDevitt as well as junior Russell Ganzi. The victory ended their first week of competition with an even 1-1 record.

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The following week brought the wrath off the scheduling gods, who managed to cram nearly one-third of the team's entire season into three days because of make-ups from rainouts. On Wednesday, Lexington brought home its second victory over Burlington 40.5-35.5, thanks to strong performances from seniors Spencer Nichols and Ari Vigoda. On Thursday, however, the exclusive Winchester Country Club left the Minutemen with an unwelcome feeling after a 45.5-30.5 beating from the Sachems. According to co-captain Vigoda, "[the team] had not really expected to win," but a loss is a loss just the same. Friday brought no relief. "In our minds we had already put a mark in the win column," Vigoda offered as words of explanation for Wakefield's 40.5-35.5 upset victory. "We're just not playing good golf."

Lexington must win three of its next five matches in order to keep their state tournament hopes alive. The coming week pits the Minutemen against Melrose and Watertown, two "winnable" matches.

However, if Lexington does make it to post-season play, coach Thibeault can draw from both experience in the form of Oberto, Carlson, Vigoda, Nichols, Gordon Barnes and Evan Harris, and young talent in Hodgdon, McDevitt, and Ganzi. This array of weapons could prove to be an essential advantage that could propel the Minutemen deep into the state tournament, salvaging the year.

Girls' soccer team aiming to finish first

By Lisa Bergmann

No fall sports season would be complete without soccer. Across the globe, people from all walks of life love to play this game, as this summer's World Cup tournament recently reminded us. Here in Lexington, the girls' varsity soccer team faces tough competition all season, including one more game against undefeated state powerhouse Winchester. But this team is greeting challenge with open arms.

The LHS girls began this soccer season by confronting the most formidable opposition, perennial league champion Winchester. "We did pretty well considering they were our first game," says Katie Smith, a junior. "I think our chances are looking good for next time."

"Last year everyone was really cliquey. This year we're more of a unit, and that will help our playing. Everything's uphill from here."

-Senior Sarah Cahill

The Minutemaids' other challenging games include Belmont, who beat Lexington on Sept. 24, Woburn, and Reading, whom Lexington upset in their first meeting.

Amazingly enough, this stellar team (2-3 through five games) has very few upper classmen; the senior population is down to three. These include the two captains, Sarah Cahill and Claire Cuno, and Michelle Menovich. "I think most seniors are just really busy in the fall," explains Cuno. "And our class isn't exactly the sportiest one."

The class diversity is clearly not a factor in the quality of the team, however. Coach Kelly Ohanian remarks, "We're finding some of our better players among the new faces." The youngest of these new faces are the team's three freshmen: Adair Blyler, Lauren Crowe, and Katelyn Friedson. They are psyched to have made the team as frosh, but they don't hesitate to point out the major drawback: lots of time on the bench.

"It's fun, but my least favorite part about being on varsity is that I don't get a lot of playing time," says Friedson.

All three agree, however, that being the youngest ones has certain social benefits.

"The best part about making the team is getting to know the upperclassmen," Blyler says. Crowe agrees with her teammate, "Yeah, my favorite part about the team is the people. They're really cool."

The two captains, Cahill and Cuno, have made an effort to establish healthy vibes among the players. They hold additional practices on weekends, organize team dinners, and try to keep the spirit going in general.

"Pretty much everyone comes to captains' practices on Saturdays, which shows that people are committed," says Cuno. "And we're trying to make sure that everybody gets to know everybody else."

In Cahill's opinion, this is a noteworthy difference from last year's team.

"Last year everyone was really cliquey. This year we're more of a unit, and that will help our playing. Everything's uphill from here."

Swimming Maids plunge successfully

By Veronique Sandefer

Well it's fall again and that means it's time for the Minutemaids to hop back into the pool. The LHS girls' swimming team was incredibly excited about starting the season. An all-star team with great swimmers, the Minutemaids should glide through the water and take victories with ease.

Everyone is enthusiastic about this year's Minutemaids. Junior Carol Chow says, "We are going to do so good this year. Just look at last year's record, and we've gotten better!" The record in question, 5-3-1 and fourth place in the Middlesex League, puts the ever ready Minutemaids at a starting point to do great this year. This year's team captains are seniors Avital Levy, Mary Taylor, and Kelly Archidiacono. They are also expecting great things from the team. Says Levy, "If we practice hard we should do awesome this year."

The Minutemaids have begun the year with two strong meets. While they lost the first one to what junior Jodie Nemser-Abrams calls "one of the best teams in the league," they came back to breeze through the second.

With a strong team that includes members of each gra de level, this team has a chance to win many more. Nemser-Abrams predicts, "I think we should do very well in the upcoming meets."

Photo from *Musket* Photo File

SWEET FINISH -Senior Robin Handwerker makes a great finish.

Boys and girls run well together

By Eleanor Finnegan

This fall, with an impressive trouncing of Watertown, both the boys' and girls' cross-country teams have gotten off to a running start. Friday, September 18th, the date of the first meet, proved to be a record setting day for Lexington. The Minutemen (2-0) continued their winning ways into their second meet, winning almost as impressively over Winchester as over Watertown. Although neither of these teams is considered the powerhouse of the Middlesex League, Lexington teams were enthusiastic about their start.

First across the finish line for the boys' varsity in the Watertown meet were Ian Joseph and Captain Nick Roetter with a time of 16:18. Both are looking to be leaders in the Middlesex League. Next across the line was Max Woolf, another one of the tri-captains. Following Woolf was the last of the captain triumvirate, Mike Mihovan. Rushing up behind him was Senior Misha Horowitz. Steve Martin, who edged out Alex Pollen by a step, followed Horowitz.

Junior Varsity races preceded the boys' varsity races. Kaytrue Ting won the girls' race setting a new course record. The girls were especially proud of their freshmen who all successfully finished their first race. Aaron Ladd then had his thirty minutes of fame when he set the overall course record, winning the JV boys' race.

Despite a slight detour, girls' captain Eleanor Finnegan then broke the record with a time of 18:51. Emily Wanderer, also a captain, was right on Eleanor's heels finishing a strong second. The rest of the Lexington girls' team crossed the finish line before any of their opponents. Wanderer was followed by Deena Mencow, and behind her, Lindsay Martin, the third girls' team captain. Mencow and Martin play a vital role in the team this year since much of last year's varsity was lost to college. Juniors Kate Shugart and Suzi Rutti followed with Joanna Gross just behind them. Tanya Brennan brought up the rear for Lexington, well ahead of the opponent.

The Winchester race also saw some fast times, but none of them legal. Due to creative orienteering, the JV girls had stellar times and managed to catch some of the varsity girls despite a 2:00 minute difference in starting times. Wanderer finished first for the girls followed by Finnegan. Next came the only Winchester girl to break into Lexington's varsity eight. On the boys' side, Joseph and Roetter combined for a one-two finish.

With these impressive wins under their belts the cross-country teams hope to see many fans at their home meets in October. Be there, back side of Lincoln field, or beware: The athletic prowess of the Lexington track teams is enough to scare any student into submission.

Field Hockey: new talent, new standing

By Becky Ticotsky

For the past few years, Watertown has sat just slightly above Lexington in the Middlesex League field hockey standings.

This season, however, Lexington (2-0-1) was even with Watertown through three games, battling the highly ranked Raiders to a 1-1 tie despite entering the season with only three returning starters.

Sandy, Curt, who returned to the sidelines this fall after taking a year off from coaching field hockey, was pleased with her team's performance under pressure against Watertown.

"Everyone felt good about the game," she said.

The Raiders scored with eight minutes remaining, but junior forward Susannah Levy tied the game four minutes later.

Levy and fellow forward, senior Sara Wiltshire, have shone offensively, netting most of the Minutemaids' goals with Levy scoring three of the first five. Defense is Lexington's strength, however, as the powerful combination of half-backs, links, sweeps, and sophomore goalie Jillian Savoy keeps opponents from the net.

To its core of experienced varsity players, which includes tri-captains Kristin Hopwood, an all-star last season at link, halfback Adriana Schick, and sweeper Caitlin Hurley, Lexington has added talented freshman Jenna Busa, who is valuable at link.

"Jenna as a freshman is doing an outstanding job at link," said Curt. "She's playing like a seasoned veteran."

Sophomore forward Wendy Bonner, junior Kate Walsh, who plays sweep and halfback, and senior halfbacks Tracey Cole and Daniella Massimilla are new contributors, as well.

The fact that Curt, who needs less than 20 more varsity victories to reach a career total of 500, and has coached several phenomenal teams at LHS, including those that won state tiles, is impressed with the field hockey squad says a lot for its potential.

"We're really hopeful now," said Schick after tying Watertown. "If we tied Watertown at their home field, it means we're a really good team. If we keep going at the pace we're going we can make it far in the [state] tournament. I'm expecting big things."

Photo from *Musket* File

SCHICK SHARP - Senior Adriana Schick, sharper than ever in her bandana, combats skillfully on the field.

Photo from *Musket* File

AWESOME POWER - Minutemen display their football prowess

Minutemen lookin' good on gridiron

By Alex Sherman

After two games into the regular season, the Lexington varsity football team is looking pretty darn good.

The team may be 1-1, but their victory over Concord-Carlisle in the opener was convincing, and their defeat at the hands of the Winchester Sachems was a very close game.

"I think we can play with any team in the league," Head Coach Bill Tighe said. "The loss [against Winchester was] tough, but we'll bounce back."

Lexington triumphed over the Concord Patriots 14-7 at home to begin the regular season, using four recovered fumbles to their advantage. Co-captains Chuck Howe and Tom Bellini each had monster games, with Howe recovering two fumbles and making 10 tackles, while Bellini rushed for two touchdowns and over 100 yards.

"Tom Bellini is one of the best backs that I've coached here in a long, long time," Tighe commented about his dynamic offensive weapon."He played a great all-around game [against] Concord."

Junior quarterbacks Neal Foley and Brendon Sullivan got their feet wet as well in the kick-off classic. Sullivan showed his speed at the quarterback, rushing for 75 yards on five quarterback keepers, while Foley showed some pinpoint accuracy by putting the ball in the air.

Against Winchester, the team did not have as much luck. Although they did force three Sachem fumbles, Lexington could not get their own ground game going, rushing for only 60 total yards. Nevertheless, after a sustained 75-yard drive, ending in a 12 yard touchdown run by Sullivan on 4th-4, Lexington cut Winchester's lead to 1 going into the season half.

"I think we can play with any team in the league... the loss [against Winchester was] tough, but we'll bounce back."

-Head Coach Bill Tighe

Late in the third quarter, with the score 14-6 Winchester, Foley hit Ugi Ugwuomo for 34 yards on the first play from scrimmage after Derek Corbin recovered a fumble. This set up 1st-goal from the 4. Unfortunately,the Minutemen could not get into the promised land, crushing their momentum and their morale.

"If we scored, it would have been 14-12 or 14-13. It's anybody's game at that point. You need a little luck in these types of games, and we didn't get it," Tighe said.

Winchester scored another touchdown late in the fourth quarter on a one-yard touchdown run. The entire team was disappointed with the loss, but there were some good things that occurred in the game. The defense played great, containing dangerous Winchester quarterback Jeremy Carroll to only 85 passing yard and 6 rushing yards, this after a 150+ yard rushing game the week before. Frank Josey and David Santo were outstanding, as well as defensive ends Justin Wang, Greg Smith, and Greg Jean-Denis, the latter recovering two fumbles against the Sachems.

"Our defense needs to be commended. If you control Carroll, you've controlled one of the best quarterbacks in the league," Tighe said. "It's tough losing these games, but we'll bounce back."

There's no doubt about that.